

**MKT/IB 725: Global Consumer Behavior**  
**[Fall 2021 Hybrid Format]; Dr. Anjala S. Krishen; Credits: 3; Sect 001**

I. Course Overview

Course Objectives:

The course is designed to help students develop their critical thinking, inquiry and communication skills while developing a deeper understanding of the consumer from a marketing perspective.

Course Description:

The formulation of effective marketing strategies must begin with an understanding of consumers' preferences and needs. In this course, students examine the global aspects of consumer behavior from a theoretical perspective. Understanding of the consumer buying process as well as psychological and sociological variables across countries is the focus of the course.

Learning Outcome:

Consumers play a fundamental role in marketing. Understanding consumers' behavior, including their perceptions, cognitive processes, decision making, and social interactions, is a necessary component in effective marketing strategy. By the end of the course, students should have a basic understanding of theories of human psychology and behavior, be able to apply this knowledge for delving into consumer purchasing processes and therefore effective marketing strategies, and be able to incorporate them into their discussions and writing. As graduate students, you will learn to understand an academic perspective on consumer behavior by reading and understanding the latest research the field has to offer.

Lecture Room: BEH 216 (hybrid schedule)

Lecture Time: 7:00 – 9:45pm (W)

Office Hours: By appt.

Grading Details:

- Term Exam: 30% of total
- Literature Review and Qualitative Data Collection (Individual): 25% of total
- HBR Presentation and Handout (Group): 20% of total
- Final Paper & Presentation (Group): 25% of total
- Guaranteed Grades: A- (>90%); B- (>80%); C- (>70%)

Book (Optional): *Consumer Behavior: Buying, Having, and Being, Student Value Edition (12th Edition)* by Solomon

II. Grading Details

Term Exam: (30% of total grade)

There will be one individual exam which will test your ability to understand consumer research theories and apply them to consumer behavior scenarios. Specifics of the exam will be discussed in class.

Literature Review and Qualitative Data Collection (Individual): (25% of total grade)

- Phase 1: Turn in a maximum of a five-page short description **of the two individuals** you will be interviewing, which consumption category you will be using, and a list of questions you will ask each individual.
- Phase 2 (FINAL): Turn in a summary of the interview findings and an accompanying literature review of your three related topics. This is an INDIVIDUAL ASSIGNMENT.

HBR Presentation and Handout (Group): (20% of total grade)

This will consist of a presentation and self-created handout of an assigned *Harvard Business Review* paper (these are free through the library for UNLV students and faculty).

Final Paper and Presentation (Group) (25% of total grade)

- Maximum of 35 page paper (12 point font, 1 inch margins) written about your assigned consumption category for the course project (building from your individual literature review and qualitative data collection and combining them with your group members). This paper should be turned in on paper as well as emailed to Anjala.krishen@unlv.edu.

III. Literature Review and Qualitative Data Collection – *Individual Assignment*

- A. Interviews: Please conduct *two* in-depth interviews with two different individuals (NOT a student, faculty, or staff on any campus) regarding your group's consumption topic of interest. We will have class time to determine these consumption scenarios per team and they will be consistent with your team members.

Objectives of interviews: Your goal in the interview will be to discover how the consumer deals with making decisions in the marketplace, especially tying in specifics of their choices based on internal and external factors.

Qualitative Methodologies: As you complete your interviews, you should complete at least **one diagram per interview (two in total)**. Feel free to google these types of diagrams and you will see how to do them. You can choose from these types of diagrams and do whichever types you would like:

1. Associative Mapping: Ask the interviewee to tell you what associations (e.g., beliefs, feelings, memories, etc.) they have with their buying experience of your consumption category. For example, ask them to discuss how their background impacts the brands they choose, and then get associations for that brand. Using these associations, construct an associative map (which should resemble a spreading activation model of semantic memory).
2. Collaging: Present the interviewee with several different images using online materials and ask them to choose photos/images that represent how they feel about their consumption experience. Include aspects of their prominent culture/subculture and the way it connects to the brands and products they choose (e.g., ask them to choose the images and then you need to prepare a collage for the brands they choose, and another for one of the brands they consider but do not choose).
3. Laddering: Many interviewers find it useful to use a laddering technique to prompt the consumer to tell you the key benefits/values that they associate with important product attributes. First, ask them to name an important attribute of the consumption category, and then ask them why it is important to them that the product has that attribute. After they answer, ask them why it is important that they get that benefit, and then why it is important to them that they get that benefit, and so on, until you have obtained a higher-level, more-abstract motivation underlying their preference for the attribute. For example, a consumer choosing a salty snack might say it is important for them to have a flavored potato chip because it has a strong taste, which produces the benefit of them eating fewer chips, which means they will stay healthy, which will enhance their self-esteem. In this way, you can use laddering to learn about the higher-order needs that the consumption category could meet (e.g., self-esteem, peace of mind, safety).

- B. Literature Review: Write a substantive literature review consisting of at least three theories/frameworks/models from the course that relate to your interview findings and overall topic. Use at least **5 academic sources** as you write these.

#### IV. HBR Presentation and Handout – Group Assignment

- Presentation:
  - 15 minute maximum presentation followed by 10 minutes of class discussion. You should **not** limit your presentation exclusively to the minimum requirements provided below, add as you see fit. Be professional **and be creative!** This presentation consists of two key parts. You are to turn in your materials both in written and softcopy form. Send your presentation slides and handout to [anjala.krishen@unlv.edu](mailto:anjala.krishen@unlv.edu) by class time on the day you present. Also bring copies of your handout for the students in the class on the day you present. Below is an outline for your use in the development of your HBR presentation. Note that it is necessary to cover all elements listed below but you can add your own creative touch also. Remember to creatively integrate what you have learned so far and extend this information by doing **additional research** (use citations and references).
  - Part 1: The *Harvard Business Review* paper you were given – worth 1/3 of your presentation
    - Brief discussion on the key elements in the paper you have been assigned, including
      - What is the introduction to the paper? What is it about and what's the point of it? Explain the key ideas and main points from the paper.
      - Use diagrams to help the class understand. Note that they have not read it and should learn from your presentation.
      - What are the key take-aways or conclusions and implications from the paper?
    - Part 2: Discussion on the way that the paper connects with the course textbook and material – worth 1/3 of your presentation

- Brief discussion on the key elements from the HBR case and how it connects with the theories and concepts you have learned so far in class, including
- Given the topic in the paper, how does it connect to the global consumer behavior course materials we have either already covered or are planning to cover (use your class notes).
- Part 3: Creative Handout – worth 1/3 of your presentation
  - Make a creative one-page handout. The handout cannot be made from the slides you used for the presentation and cannot be lifted from anywhere. It should be your creative display of learning from the HBR paper. Use a maximum of one sheet of paper, any color, any style, and any types of fonts or diagrams/images. Be creative and bring a copy for each member of the class and Dr. Krishen.
  - Explain the handout to the class to end your presentation.

#### Key Grading Criteria for HBR Presentations

- Did you command the attention of the class and present convincingly?
- Were you creative in your presentation and handout and how you sold your ideas? Did you add something that you weren't specifically asked to contribute?
- Did you send as your slides on the day you present via email?

#### V. Final Paper and Presentation – *Group Assignment*

- Group Selection:  
Organize into teams of **three** members. Email to Anjala.krishen@unlv.edu by the day specified on the online syllabus or bring your list to class that day.
- Final presentation
  - Overview: Each team will be randomly assigned to a presentation day and time. Each group will have 20 minutes to present and 30 minutes for constructive feedback will follow at the end of all of the presentations for that day.
  - Advice: While we will discuss what makes a good presentation in class, here are some things to consider.
    - a. This is a short 20 minute "pitch" of your ideas. The presentation must be a gem--a polished shining performance. You have conducted a lot of qualitative and literature review research, however, at this stage you should only be presenting the information that is relevant to the case that you are making.
    - b. Make sure to present theory from the class and academic literature you researched and put your findings into an overarching framework. Tell a story and make everything fit together. Use figures to make your story easier to follow.
    - c. Turn in: Please turn in a copy of your overheads.
    - d. Presentation Grading: I will grade you on the overall presentation and visual aids. You do not need elaborate visual support (a simple power point presentation or a few overheads is adequate). But you do need to distill your main ideas to help the audience grasp your key points. Watch the flow of your presentation. Is the opening engaging? Do you deliver your key closing points? Is your delivery smooth and polished? Were you creative?
- Final paper
  - The final paper for the course project should be turned in both in paper and via email to Anjala.krishen@unlv.edu. Please write a paper formatted like a journal paper. You will be given an outline to follow. Be concise yet complete in your paper. Include your interview findings (three completed per person in your group). The paper is not to exceed 35 pages (10 or 12 point font is fine), including all exhibits at the end of the paper depicting your research results (i.e., from the theory base, associative map, and/or collage exercise). You must also include a reference list with at least **15 marketing/advertising/psychology journal references**. Include in the conclusion of your write-up implications of your findings for marketing strategy. Hint: The class notes and library provide many additional sources of literature.

#### VI. Course Schedule

The course schedule can be found on the course website at <http://faculty.unlv.edu/anjala> then click on "current courses" and find the course.

## VII. Policies

### **Public Health Directives**

**Face coverings are mandatory for all faculty and students in the classroom.** Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](https://www.unlv.edu/coronavirus/health-requirements) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), [https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), including being administratively withdrawn from the course.

### **Academic Misconduct**

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

### **Auditing Classes**

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

### **Classroom Conduct**

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

### **Copyright**

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

### **Disability Resource Center (DRC)**

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895- 0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

### **Final Examinations**

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

### **Identity Verification in Online Courses**

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of

academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy. UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization. To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

### **Incomplete Grades**

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

### **Library Resources**

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

### **Missed Classwork**

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>. In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es). The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course. This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee. For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

### **Rebelmail**

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

### **Tutoring and Coaching**

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A,

Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

**UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

**Diversity Statement**

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>. A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

**Academic Policies:** <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>

**Student Services & Activities:** <https://catalog.unlv.edu/content.php?catoid=29&navoid=7331>

**University Policies:** <https://catalog.unlv.edu/content.php?catoid=29&navoid=7332>